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ABSTRACT

Recognizing the need for systematic teaching material on oral communication, this program offers a six-week oral communication curriculum for students in grades six through nine. Based on the recognition that oral communication is a process influenced by variables such as context (setting, audience, situation, topic, cultural norms) and function (purpose), as well as by the skill level of the communicator, the program presents two lessons for each week. Skills covered include following directions, listening, memorizing, visualizing, speaking clearly, exercising effective questioning and discussion techniques, giving and taking directions, identifying main ideas, interviewing, organizing messages, persuading, role playing, and understanding context. Because students differ in their communication needs and abilities, a variety of techniques is used to teach the skills, including relaxation, brainstorming, explanation, demonstration, practice, discussion, feedback, coaching, and review. (Appendixes include a nonverbal communication observer checklist, a speaking checklist, and a persuasion feedback sheet.) (HOD)

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ORAL COMMUNICATION CURRICULUM

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INTRODUCTION

This curriculum was created out of the need for systematic teaching material in the area of oral communication. While educators have recognized the importance of oral communication as a basic skill, there are relatively few pre-college level curricula available which focus on oral communication beyond formal speaking contexts (debate, public speaking, etc.).

One problem in curriculum development has been that of defining oral communication and deciding what constitutes competent communication behavior. A number of theories and models exist which attempt to clarify the dimensions of the communication process. More detailed accounts of these models can be obtained by consulting the works listed in the BIBLIOGRAPHY AND RESOURCES section of this paper.

The curriculum presented here is based on the recognition that competent communication is not limited to a single style or manner of communicating. Rather, oral communication is a process influenced by variables such as context (setting, audience, situation, topic, cultural norms) and function (purpose), as well as by the skill level of the communicator.

The emphasis of the program is both on knowledge of the communication process and on skills necessary for competent communication performance. Thus, the program provides the student with a conceptual base from which to view oral communication as well as with the opportunity to practice communicating in a

variety of contexts.

It is also recognized that the communication skills among students within a classroom can vary greatly. Some students may be competent communicators in several contexts, while others may communicate well in only a few situations. The curriculum is designed to improve the communication skills of all students no matter what skill level. Practice and feedback can be individualized to meet the needs of students with a wide range of abilities simultaneously. Thus, students with a high level of ability can refine their skills while other students can learn new skills and behaviors to add to their communication repertoires.

HOW TO USE THIS CURRICULUM

This program is a six week oral communication curriculum for students in grades 6-9. Although two lessons are presented for each week, there is actually enough material for approximately five hours of instruction and practice per week, depending on class size. The curriculum was originally designed for use with groups of up to 12 students, but it can easily be adapted for use in larger classrooms.

Because students differ in their communication needs and abilities, a variety of techniques are used in this program. In addition to providing diversity in teaching strategies, these methods emphasize and reinforce a number of different communication skills. The following is a brief explanation of the techniques used:

A. Relaxation. Research has shown that relaxation and a positive mental set aids greatly in learning and communication. The relaxation exercises used in this curriculum are designed to (1) reduce anxiety about communication performance, (2) allow students to learn to visualize themselves communicating competently without anxiety, and (3) aid in the general learning process by allowing students to learn in a tension-free state.

Breathing and muscle relaxation serve to reduce tension, while the fantasy (visualization) exercises, in addition to providing relaxation, aid students in developing positive images of their own communication behaviors.

'Because of the novelty of the exercises, many students may initially be reluctant to participate. The teacher's attitude toward the exercises is crucial to providing an atmosphere in which students feel willing to and excited about exploring these valuable techniques. Students should be encouraged to participate in a positive manner. Instructions should be given slowly and clearly, allowing students enough time to respond. It is recommended that teachers first familiarize themselves with the relaxation exercises by practicing them before using them in the classroom.

B. Brainstorming. This technique serves to introduce students to new communication concepts by allowing them to come up with their own examples. Students generally respond with examples which are relevant to them. This makes the didactic material meaningful to the students as they have concrete illustrations of how the concept to be learned relates to their own lives.

Brainstorming also encourages creative thinking, conceptualization and spontaneous communication. Almost all new material in the curriculum is introduced in this manner.

When using brainstorming techniques, the teacher should allow all suggestions and possibilities to be aired. No judgement should be made regarding the merit of any particular suggestion. Initially, students may be allowed to call out suggestions as they think of them, with the teacher monitoring so that everyone can contribute. When the students are more familiar with this process, it may be possible for each student to take a turn

to provide input, allowing students to call out any additional suggestions after everyone has had a turn.

C. Explanation. This is used to elaborate on and clarify concepts presented, usually after the students have had an opportunity to practice and discuss the concepts themselves. It is important that the teacher not spend too much time lecturing to the students about communication. The goal of the program is to allow students to learn about communication by communicating.

D. Demonstration. This method is used to illustrate concepts presented. Often the teacher will demonstrate a concept for the class and then allow the students to practice themselves. At other times, the whole class will participate in the demonstration.

E. Practice. This is the most important aspect of the program. A number of games and exercises are presented to allow students to practice the communication concepts learned. As the program emphasizes communication performance in addition to knowledge about the communication process, time should be allowed to provide sufficient practice of each concept.

F. Discussion. Another important method used extensively throughout the program is discussion. In the curriculum, discussion usually takes place after all participatory activity: after brainstorming, to talk about and classify responses generated; after practice exercises, to process what happened. This not only provides students with communication practice in discussing, it also allows students to process their experiences

in terms of the concepts presented.

The discussion questions provided in the curriculum should be used as guides. Teachers may, of course, add new questions when other directions seem more relevant to the discussion. Teachers should serve as facilitators to link the discussion input with salient concepts. As the class becomes more familiar with this process, students can be assigned the role of discussion facilitator.

G. Feedback. Giving and receiving feedback on their performance provides students with an opportunity to apply concepts learned by observing and evaluating communication. Feedback should be constructive and focused on specific aspects of behavior. Students can evaluate their own communication as well as the communication of their peers.

Feedback sheets are provided in the curriculum for use with some practice exercises. These sheets can also be used by students to rate the communication behavior of others outside the classroom. For example, students can use the sheets while observing a public speaker or while watching a TV program.

H. Coaching. Like feedback, coaching provides the opportunity to observe and evaluate communication while also allowing the students to learn new communication behavior. Students may receive coaching from the teacher during the practice exercises, or they may coach each other. Peer coaching benefits the students in two ways: (1) it allows the student-coach to observe and evaluate communication, give feedback, and suggest

alternative behaviors which may be more effective; (2) it allows the student being coached to try new behaviors which he or she may not have previously considered, thus expanding student's communication repertoires.

I. Review. At the start of each lesson, material covered in the previous lesson is reviewed by students. A review is also conducted at the end of each lesson. Students are encouraged to practice what they learn at home and given suggestions for how they may go about doing this. Review by the students also aids in the development of listening, memory and conceptualization skills.

A final note. The material presented in this curriculum is by no means fixed. If exercises, discussion questions, etc., not included in the curriculum seem more relevant or suited to the students, teachers should feel free to improvise. Additional exercises and suggestions for communication practice can be found in the BIBLIOGRAPHY AND RESOURCES section. Concepts which seem too advanced for some students can be broken down further. Time alloted for any part of the curriculum can be extended or shortened as the teacher sees fit. The communication process can be used to elicit feedback and suggestions from students as to what their communication needs and interests are. Most important is that students be given the opportunity to communicate in a variety of ways and to observe, evaluate, and talk about their communication.

SKILL	INTRODUCTION	WEEK 2 LESSON 1	WEEK 2 LESSON 2	WEEK 3 LESSON 1	WEEK 3 LESSON 2	WEEK 4 LESSON 1	WEEK 4 LESSON 2	WEEK 5 LESSON 1	WEEK 5 LESSON 2	WEEK 6 LESSON 1	WEEK 6 LESSON 2
CONCEPTUALIZATION	X	X	X	X	X	X	X	X	X	X	X
FOLLOWING DIRECTIONS	X	X	X	X	X	X	X	X	X	X	X
GENERAL LISTENING	X	X	X	X	X	X	X	X	X	X	X
LISTENING FOR SOUNDS		X	X								X
LISTENING FOR FEELINGS		X									X
MEMORY	X	X	X	X	X	X	X	X	X	X	X
RECEIVING FEEDBACK	X	X	X	X	X	X	X	X	X	X	X
RELAXATION	X	X		X	X	X	X	X	X	X	X
VISUALIZATION				X	X	X	X	X	X	X	X
UNDERSTANDING	X	X	X	X	X	X	X	X	X	X	X
ENUNCIATION AND PRONUNCIATION			X	X	X	X	X	X	X	X	X
EYE CONTACT			X	X	X	X	X	X	X	X	X
GENERAL NONVERBAL SKILLS	X			X	X	X	X	X	X	X	X
NONVERBAL COMMUNICATION: FEELINGS	X			X	X						
NONVERBAL COMMUNICATION: IDEAS				X	X						
OBSERVATION OF NONVERBAL CUES	X			X	X	X	X	X	X	X	X
RATE OF SPEECH			X	X	X	X	X	X	X	X	X
VOLUME OF SPEECH			X	X	X	X	X	X	X	X	X
ASKING QUESTIONS			X		X	X	X	X			X
BRAINSTORMING	X	X	X	X	X	X	X	X	X	X	X
COACHING							X		X		
DEMONSTRATING				X	X		X	X	X		X
DESCRIBING			X				X			X	X
DISCUSSION: GENERAL	X	X	X	X	X	X	X	X	X	X	X

SKILL	INTRODUCTION	WEEK 2 LESSON 1	WEEK 2 LESSON 2	WEEK 3 LESSON 1	WEEK 3 LESSON 2	WEEK 4 LESSON 1	WEEK 4 LESSON 2	WEEK 5 LESSON 1	WEEK 5 LESSON 2	WEEK 6 LESSON 1	WEEK 6 LESSON 2
DISCUSSION: SMALL GROUP					X		X	X		X	
GIVING DIRECTIONS		X				X				X	
GIVING FEEDBACK				X	X	X	X	X	X	X	
IDENTIFYING MAIN IDEAS							X	X		X	
INTERVIEWING					X						
INTRODUCING	X				X						
ORGANIZING MESSAGES						X	X	X	X	X	
PERSUADING								X	X	X	
REPORTING							X	X		X	
ROLEPLAYING				X			X	X	X	X	
UNDERSTANDING CONTEXT	X							X	X	X	

CURRICULUM OUTLINE

I. Week 1: Introduction
   A. Why Are We Here?
   B. What Is Oral Communication?
      1. Kinds of Oral Communication
      2. Communication Situations and Contexts
   C. What Are We Going To Learn?
      1. Communication and Speaking Skills
      2. Listening
      3. Nonverbal Communication
      4. Relaxation
   D. Name Game
   E. Closing

II. Week 2: Listening. Lesson 1
   A. Introduction and Review
   B. Relaxation
      1. Stretching
      2. Breathing Exercise
   C. Listening Instruction: Different Parts of Listening
      1. Hearing
      2. Paying Attention
      3. Understanding
      4. Remembering
   D. Listening Practice
      1. Listening Walk
      2. Listening for Feelings
   E. Closing

III. Week 2: Listening. Lesson 2
   A. Introduction and Review
   B. Relaxation
      1. Stretching
      2. Breathing
      3. Mind Relaxation
   C. Nonverbal Communication Instruction
      1. Examples
      2. Types of Nonverbal Communication
         a. Environment and Personal Space
         b. Body Movement and Posture
         c. Face and Eyes
         d. Communication with Sounds
   D. Nonverbal Communication Practice: Pass a Mask
   E. Closing

IV. Week 3: Nonverbal Communication. Lesson 1
   A. Introduction and Review
   B. Relaxation
      1. Stretching
      2. Breathing
      3. Mind Relaxation

C. Nonverbal Communication Instruction
1. Examples of Nonverbal Communication
2. Types of Nonverbal Communication
a. Environment and Personal Space
b. Body Movement and Posture
c. Face and Eyes
d. Communication with Sounds
D. Nonverbal Communication Practice: Pass a Mask
E. Closing

V. Week 3: Nonverbal Communication. Lesson 2
A. Introduction
B. Relaxation
1. Stretching
2. Mind Relaxation
C. Nonverbal Communication Review
D. Nonverbal Communication Practice
1. Emotional Charades
2. Pantomine
E. How Nonverbal Communication Affects Oral Communication
F. More Practice: Good and Poor Nonverbal Behavior
G. Closing

VI. Week 4: Speaking. Lesson 1
A. Introduction and Review
B. Relaxation
1. Stretching
2. Mind Relaxation
3. Fantasy: Difficult Communication Situations
C. Speaking Practice
1. Interviews and Introductions
2. Group Discussion (or Make-up Exercises)
D. Closing

VII. Week 4: Speaking. Lesson 2
A. Introduction and Review
B. Relaxation
1. Stretching
2. Mind Relaxation
3. Fantasy: Describing
C. Speaking Instruction: Organizing Messages
1. Introducing Topic
2. Sequencing
3. Providing Details
4. Staying on Task
5. Summarizing and Eliciting Feedback
D. Speaking Practice
1. Giving Directions and Describing
2. Giving Feedback
E. Closing

VIII. Week 5: Speaking. Lesson 1
A. Introduction and Review
B. Relaxation
1. Stretching
2. Mind Relaxation
3. Fantasy: Receiving Help with Oral Communication
C. Asking Questions Instruction
1. Reasons for Asking Questions
2. Kinds of Questions
3. Open vs. Closed Questions
D. Practice: Asking Questions
E. Identifying the Main Idea: Instruction
F. Identifying the Main Idea: Practice
1. Main Idea in Pictures
2. Main Idea in Speech
G. Closing

IX. Week 5: Speaking. Lesson 2
A. Introduction and Review
B. Relaxation
1. Stretching
2. Mind Relaxation
3. Fantasy: Persuading
C. Persuading Instruction
1. Persuasion Situations
2. Persuasion in Advertising: Demonstration and Practice
3. Steps to Persuading
a. Fit Subject to Audience
b. Introduce Main Idea
c. Give Details to Support Main Idea
d. Use Clues from Audience
e. Summarize
f. Ask for Feedback
D. Practice: Steps to Persuading
E. Closing

X. Week 6: Putting it all Together. Lesson 1
A. Introduction and Review
B. Relaxation
1. Stretching
2. Mind Relaxation
C. Understanding Communication Contexts: Instruction
1. Audience
2. Topic
3. Setting
4. Culture and Social Rules
D. Understanding Contexts: Practice
E. Closing

XI. Week 6: Putting it all Together. Lesson 2
- A. Introduction
- B. Relaxation
  1. Stretching
  2. Muscle Relaxation
  3. Mind Relaxation
  4. Fantasy: Recognizing Accomplishments
- C. Course Review
- D. Closing

ORAL COMMUNICATION CURRICULUM

WEEK 1: INTRODUCTION

Materials: Chalkboard, or newsprint and marker, paper and pencil for each group member.
Have group sit in a circle.

WHY ARE WE HERE?

To learn about oral communication.

WHAT IS ORAL COMMUNICATION?

Brainstorm Have the group come up with anything that comes to their minds when they think of oral communication.
Write down all responses on the chalkboard or large pieces of newsprint.

Prompt them if they get stuck. Have them think of different kinds of oral communication, situations where they use oral communication, parts of oral communication, etc. Come up with at least 10 examples. E.g.:

- talking
- listening
- job interviews
- listening to the radio
- chatting with friends
- arguing with parents
- giving a report in class
- talking about a movie they saw
- asking someone for directions
- explaining how to make something

Discuss Look at the responses. Discuss what they come up with. Can they be categorized in any particular way? Ask for comments. Share different experiences they have had with communication (e.g., being shy or embarassed, positive experiences, etc.). Ask if they have any questions or comments.

WHAT ARE WE GOING TO LEARN?

- How to communicate better in different situations.
Explain that they communicate in many different ways and in many different situations. Some situations are formal such as speaking in front of class, others are informal or casual such as talking with friends. In this group they are going to learn ways to communicate better in many different situations.

- How to listen better.
Explain that listening is very important in oral

communication. Next week they are going to learn more about listening and they are going to play some games to help them learn to listen better.

- Learn about nonverbal communication.
Ask if anyone in the group knows what nonverbal communication is.

Explain to them that nonverbal communication is communication without words using body movements, facial expressions and sounds (e.g., sighing).

Demonstrate briefly Nonverbally communicate some feelings such as anger, sadness, surprise, happiness, etc., using only face and body movements or nonverbal sounds. Have them guess what feeling you are trying to convey.

Explain that learning about nonverbal communication can help them communicate better. They will learn more about nonverbal communication, and have a chance to practice, during the third week.

- Learn how to relax.
Ask each person to come up with a communication situation where they are scared or nervous (e.g., job interviews, speeches, etc.). Write down what they come up with.

Discuss any commonalities, etc. Talk about their experiences.

Brainstorm ways in which nervousness affects them when they communicate. List all the ways they come up with. Add some of these to their list:

- stuttering
- covering mouth with hands
- talking too low or too loud
- forgetting
- stomach aches
- can't think of what to say
- giggling
- talking too much
- saying umm too much
- looking down or away

Discuss what they have come up with. Go down the list and have them raise their hands if this is something they do when they are nervous.

Explain that nervousness can affect the way they communicate. If they are scared or nervous in a job

interview, for example, they may not communicate as well as if they are calm and relaxed. Tell them that they are going to learn some exercises that will help them to relax when they feel nervous.

Ask if they have any questions or comments.

BREATHING AND RELAXATION

Explain that they are going to do an exercise to help them relax when they are nervous. Many people do these exercises to help them learn or perform better. For example, Olympic athletes, actresses and actors, musicians, etc. use them quite often. Tell them that if the exercises seem strange to just try and do them anyway. After a while they will feel more comfortable.

Breathing Exercise Have the group sit up straight, so that their backs are straight, but not rigid. If they are in chairs, have them put both feet on the floor. If they are on the floor, have them sit comfortably with their legs crossed in front of them. Have them close their eyes. Tell them to pay attention to their breathing for a few seconds, breathing normally in and out. Now tell them to breathe in slowly through their noses, hold their breath, and breathe out slowly. Do this with them a few times. Breathe in slowly. Hold. Breathe out slowly. Have them keep breathing. Now tell them to imagine that when they breathe out, all the nervousness they feel is going out of them with their breath. If they need to make any sound when they breathe out, they can. Breathe in. Hold. Breathe out, making a sound . . . ahhhh. Do this a few times.

Explain to the group that this will help them relax because when they are nervous, they often hold their breath. This makes them more nervous because their bodies are not getting the air they need. This is what makes their stomach ache, etc. If they practice breathing deeply when they are nervous, it will help them feel calm. Tell them to practice this every day. For example, when they first wake up every morning, they can take a few minutes to take some breaths like the ones they just practiced. As they breathe tell them to imagine that they are going to feel calm all day.

Discuss what happened. Ask for feedback and comments.

Relaxation Exercise Have the group sit comfortably or lie down. Tell them to make themselves as comfortable as they can. Go on: "Close your eyes. Take a slow deep breath. Exhale. As you exhale feel the tensions beginning to float away and tell yourself to relax. Take a second very slow, deep breath, and on exhaling feel tension being carried away on the out-breath. Relax, and take a third slow, even deep breath. Exhale. Imagine tension leaving your muscles. Tell yourself to relax.

Now tense up your toes as tightly as possible. Curl your toes as tightly as possible. Hold that taut, tense feeling in the toes and slowly count from 1 to 5. Now, relax your toes. Relax them completely and feel the difference.

Now, tense up your toes, feet, and the muscles in the lower part of the legs. Make those muscles very, very tense, but keep the rest of the body relaxed. Hold that feeling of tension to the slow count of 5. Now relax. Enjoy that feeling of release from tension.

Now tense up the muscles in the upper part of the legs as well as the muscles in the toes, feet, and lower legs. Make those muscles as tense as possible. A little bit tenser. Feel that tension with your body and mind as you slowly count from 1 to 5. Now relax. Feel those muscles unwinding and letting go, unwinding and letting go. Now tell those muscles to relax still more.

Now tense up the buttocks. Hold that tension to the slow count of 5. (Count 1 - 2 - 3 - 4 - 5). Now relax.

Tense up the muscles in the lower back and abdomen. Note how it feels to have your body all wound up with tension. Tense those muscles even more tightly as I slowly count from 1 to 5. Relax, unwind, let go, and relax. Let the tension drain out of every muscle. Let go all of your weight. Tell your body to relax those muscles a little bit more. Note what this sensation of relaxation is like.

Now tense up the muscles in the upper part of the torso. Hunch up both shoulders. Tense up the muscles in the chest and back. Make those muscles even tenser. Really feel that tension to the slow count of 5 ... and relax. Exhale and feel all those muscles in your chest and back relaxing. Feel all those muscles relaxing, unwinding, letting go. Feel all the tightness and tension disappearing. Let those muscles relax a little bit more.

Now tense up your arms and clench both fists. Really feel that tension, as I slowly count from 1 to 5. Now relax. Let your arms flop to your sides.

Enjoy the release from tension.

Next squinch up all the muscles of your face. Tense every muscle in the face that you can. Tense your jaws. Clench your teeth, tighten your scalp, squint your eyes. Hold it as I count from 1 to 5, then relax. Smooth out all the muscles of the forehead, relax your scalp, relax your eyes, relax your mouth, tongue and throat. Remove all the strain and tension. Relax all your facial muscles. Really feel the difference.

Now tense up every muscle in the entire body. Start with your toes, work up to your legs, the abdomen and back, chest and shoulders, arms and fists, neck and face. Be as tense as you can. Clench every muscle in the entire body. Hold that tension as I slowly count from 1 to 5. Now relax. Let it go. Relax. Unwind, let go. Feel the pleasant relaxing feeling spreading over your entire body -- a comfortable, pleasant sensation of relaxation. Note how it feels to be completely relaxed. With your mind's eye, mentally scan your body from head to toe. If there is any muscle that is not relaxed, tense it, hold it, then relax it. Your body is now completely relaxed.

Now I will count from 1 to 5. When I reach 5, open your eyes. You are going to feel alert, refreshed and relaxed. 1-2-3-4-5. Open your eyes."

Discuss what happened. How did they feel?

Explain that each time they practice this, it will be easier and faster to relax. Tell them to practice this at home for a few minutes every day (for example, right before they wake up to go to school). This relaxation exercise will help them be active, alert and better able to concentrate.

Now explain to them that they are going to play a game that will help them get to know each other better.

NAME GAME

In this game the students will sit in a circle. The first student says her/his name and then turns to the next student. The next student introduces the first student, then introduces her/himself (e.g., "This is Tony, and I'm Kathy.") The next student introduces the first two students and then introduces her/himself ("This is Tony, this is Kathy, and I'm Anna.") Go all around the circle. If someone forgets, have the group prompt them. The group leader should go last,

introducing the whole group.

Explain to them that this game helps them to listen better, and to develop their memory. Ask them for feedback and give them feedback about what happened.

Name Game, Part 2 Have the group take three deep breaths. Breathe in. Hold. Breathe out. Start at a different point in the circle. This time they are going to introduce themselves and say one thing that they like. It could be some music they like, something they like to eat, a place they like to go, etc.. (E.g., "My name is John, and I like pizza." Tell the group to try to imagine John eating a big piece of pizza. The next person introduces the last person, then themselves: "This is John, and he likes pizza; I'm Mary and I like to go to the beach." And so on, around the circle.)

Discuss this game with the group.

Brainstorm What kinds of things help them remember better?

Explain that it helps them to remember if they associate what they are trying to remember with something else or try to get a picture in their minds of the thing they are trying to remember. Next time they have to remember a list of things for school, tell them to first sit quietly and take about 6 deep breaths. Slowly breathe in, hold, slowly breathe out. As they breathe, have them say to themselves that they are going to learn this list of things easily. Then they should go through the list slowly and try to make a picture or association in their minds of what they are trying to remember. Tell them to practice this at home.

Ask if anyone has any questions or comments.

CLOSING

Review the concepts covered.

Ask if anyone has any questions.
Before closing the group, have each group member share with the group one thing that they learned today.

Reinforce the importance of practicing at home what they learned.

WEEK 2: LISTENING

Lesson 1

Materials: Chalkboard or newsprint and marker.

INTRODUCTION AND REVIEW

Today's group is going to be about listening. Listening is very important in oral communication. We are going to talk about why it is important, the different kinds of listening, and the different parts of listening; and we are going to play some games that will help you listen better.

Before we begin, we are going to review some of the things we learned last week.

Review Names

Ask if anyone remembers the names of everyone in the group. Go over the names. Ask if anyone remembers the thing that each person in the group liked. Go over this. If one person cannot remember, have the group try to remember together. If they have trouble remembering (e.g., foreign names) talk about this.

Discuss Have the group talk about their experience remembering names and things. Which names or things that are the hardest to remember? Which are the easiest?

Explain It is easier to remember names and things that we have heard before and are familiar with. For example, it is easier to remember someone's name if it is also your mother's name than it is to remember a name that you have never heard before. If the group has trouble remembering foreign names, discuss this. Point out that foreign students have just as much difficulty remembering American names as we have remembering foreign names.

RELAXATION

Explain We are going to learn more exercises that help us relax. Emphasize that although these exercises may seem strange or funny to them, they really work. The more they practice them the easier they get. Again emphasize that many people use these exercises to help them learn and perform better. For example, if they wanted to learn judo or karate, they would learn breathing exercises like the one they learned last week.

Before we do the breathing exercise, we are going to do some stretching. This will help you to get rid of any tension in your body, to be more relaxed, and to sit still during the group.

Stretching

Have the group stand up. First have them shake their arms about five times. Tell them to imagine their arms being loose like spaghetti. Then have them put their arms over their heads and stretch as high as they can, standing on their toes and stretching. Now bend down and stretch to the ground. Stand up and stretch to the sides. Do this a few times. If they feel resistant, encourage them to participate.

Breathing

Ask if anyone practiced this exercise last week. Ask them about their experiences. Did it become easier? Did it help them relax?

Do the breathing exercise from last week. Make sure they keep their eyes closed. Encourage them to practice this every day at home, before tests, etc.

LISTENING

Explain Listening is an important part of oral communication. We listen all of the time.

Brainstorm Have the group brainstorm different situations where they listen. Write them down on board. Or write down the following kinds of listening and have the group list examples:

- Listening to sounds: (traffic, birds singing, the ocean, the alarm clock, sirens, etc.)
- Listening to people: (parents, friends, teachers, etc.)
- Listening for entertainment: (music, radio, TV, etc.)
- Listening to understand something: (when someone is explaining how to do something, etc.)
- Listening when someone is trying to persuade you to change your mind (advertisements, opinions, etc.)
- Listening to see if someone is telling the truth
- Listening for someone's feelings (listening to tell if his/her mom is in a good mood)
- Etc.

Discuss what they come up with.

DIFFERENT PARTS OF LISTENING

Brainstorm. What do you do when you listen? (E.g., behavior, nonverbal cues, etc.)

Explain. Listening is more than just hearing. There are four parts to listening. (Write them down so the group can view them.)

1. hear words/sounds.
2. pay attention (tuning in).
3. understand what you hear (interpret).
4. remember what you hear.

For example: if your teacher is talking to you, you can hear her/his words, but not pay attention to what she/he is saying. If she is talking to you in a language you don't understand, you can hear her and pay attention, but you won't know what she is talking about. If you understand her, and she asks you a question, if you don't remember what she asked, you will not be able to answer her question.

All these things are related. Sometimes we don't understand something because we can't hear what the person is saying or because we are not paying attention. Sometimes we can't remember something because we don't understand it, or because we didn't pay attention when it was said to us.

PRACTICE: LISTENING FOR SOUNDS

Listening Walk. Take the students on a short walk outside (around the school, etc.) Tell them that they are to try to hear, pay attention to, understand (e.g., guess what is making that sound), and remember all of the sounds they hear when they are walking. When they return from the walk, have them sit and take 3 deep breaths and list all the sounds they heard. Remember to list the sounds of their own walking, talking, etc. Help them with the sounds you heard. You should come up with a long list. Place list on board.

Discuss. Ask them how many of the sounds they heard. What kinds of sounds did they tune in to? Tune out? Why did they miss some sounds? Were they able to correctly interpret (understand) all of the sounds they heard?

Explain. There are many sounds in the world which they tune out. It is important to tune out some sounds because it is impossible to pay attention to everything they hear at once. But it is also

important to recognize that they do tune things out so that they can pay attention when they need to.

Have them practice this at home. Tell them to find a place in their house where they can listen. Tell them to practice listening to all the sounds they can hear. They can also practice this when they are outside playing, walking down the street, riding in a car, etc.

PRACTICE 2: LISTENING FOR FEELINGS

Communicating mood and feeling through sound.
Concept: Intensity, tone, pitch, and rhythm communicate mood and feeling.

Explain that this is an exercise that actors and actresses use to help them get into the parts that they play.

Have the group tell you what kind of mood you are in by listening to some sounds that you make. Use a series of repetitive syllables such as "la-la-la," or repeat a word such as "cat-cat-cat." Have the group close their eyes or face away from you. Repeat the syllables or word conveying different emotions, one feeling at a time. Have them try to guess what feeling you are conveying, e.g., joy, sadness, anger, boredom, surprise, fear, love, frustration, etc.

Discuss How did they know what mood or feeling you were trying to convey? What about the tone of your voice told them that you were angry? sad? etc.? Write down what they come up with.

Part 2 Have the students do the above exercise themselves. Together as a group have them repeat the word or syllable, conveying different emotions as you call them out.

Discuss what happened.

Part 3 Have everyone in the group stand up and walk around saying "no" to people as they meet them. Each time try to say "no" in a different way.

Discuss How many different ways to say "no" did they find? Did the meaning change? What did the voice do to change meaning?

Explain When we listen we not only listen for sounds, but we listen for meaning and feelings. Tell

the group to practice listening for feelings when they are talking to their friends and family, or when they are watching TV. For example, how do they know when their mother is angry?

CLOSING

Review

- Different parts of listening.
- Different kinds of listening.
- Ways voice expresses feelings.

Reinforce the importance of practicing these things at home. Before closing group, go around the circle and have each member report one thing they learned.

WEEK 2: LISTENING

Lesson 2

Materials: Chalkboard or newsprint and marker, paper and pencils for each group member.

INTRODUCTION AND REVIEW

Today we are going to learn more about listening. Before we do, we are going to review some of the things we have learned so far.

Review names briefly. Go around the group and make sure everyone knows everyone else's name. Have them introduce themselves to the people whose names they don't know.

Review the different types of listening covered last week. Have the group try to remember them. Write them down:

- listening to sounds
- listening to people
- listening for entertainment
- listening to understand (listening for content)
- listening for feelings
- listening to evaluate (when someone is trying persuade or convince, etc.)

Ask if anyone remembers the four parts of listening (hearing, paying attention, understanding, remembering).

Review these.

Listening Walk If you feel this is necessary, take the group on another listening walk. This time have them write down all the sounds they heard individually.

Discuss what they came up with. Compare their responses. Did their listening improve from the last time? What things helped them improve?

Reinforce the need to practice this exercise at home.

LISTENING SKILLS

Brainstorm What makes a good listener? How do you know when someone is listening? What kinds of things do people do to let others know that they are listening? not listening?

Discuss what they come up with. You may add the following:

Some General Listening Skills
- recognizing words and phrases
- understanding the main point of the message
- understanding the feelings of the speaker
- paying attention
- letting the speaker know when you don't understand
- giving appropriate nonverbal signs (nods, eye contact, uh-huhs)
- following directions

Discuss this new list.

Explain each skill.

LISTENING PRACTICE

Explain that the last time they met they did exercises to help them listen to sounds, people and feelings. This game is going to help them to listen to understand. It will also show them how poor listening confuses communication.

Telephone

Students sit in a circle. The group leader starts, whispering a statement to the person on their right. This person whispers the statement (only once) to the person to their right, and so on until the last group member repeats the statement aloud.

Discuss what happened. Was the message changed? What kinds of things affected the message.

Practice this several times. Change directions. Group members can take turns going first.

Discuss what happened. Did their listening improve over time? Why? How do the four parts of listening discussed earlier tie into this exercise?

Part 2

This is a more advanced form of the same exercise.

Pick four or five students for this exercise (or have them volunteer). Send all but one out of the room. Hang a large, detailed picture on the wall or board so that all the group can see it. The student who has stayed in the room is to study the picture carefully, memorizing all details well enough to describe the picture to another person without looking at it. When they feel they are ready (they can take up to two minutes to study the picture), call another student into the room. Have them both face away from the picture. Ask the first student

to describe the picture to the second student. Tell the second student to listen carefully so that they can describe the picture to the next volunteer. Tell the class to keep from laughing or making comments as the picture is being described. When the last volunteer has heard the details have him/her go to the board and make a drawing of what the picture may look like based on the information that was given.

Discuss what happened. How was the message changed as it went from person to person. What was omitted or added? How did the four parts of listening relate to this exercise?

Explain the importance of speaking clearly and slowly to listening. Listening goes both ways. It is important to be a good listener, but it is also important to speak so that a listener can understand you.

PRACTICE 2: FOLLOWING DIRECTIONS

This exercise demonstrates the difference between one-way and two-way communication and how it affects listening.

Ask for one volunteer. Give the volunteer a copy of a simple drawing of some geometrical figures (see examples below). The volunteer is to study the drawing and plan

how to give directions to the rest of the group who will try to follow the directions. Give the rest of the group some paper and a pencil. The volunteer is to describe the drawing to the group. The group is to draw the figure according to the volunteer's directions. The group cannot ask questions or compare drawings in this part of the exercise. When they are finished, put the papers up for comparison.

Discuss the differences in the drawing. How many variations are there? How do the drawings compare with the original? Was it easy or hard to follow directions? Why?

Part 2

Have the volunteer describe another drawing. This time the rest of the group can ask questions to obtain more information and to get feedback. Put the finished drawings up for comparison.

Discuss the results. Was it easier or harder this time? Why? How does two-way communication change the way messages are communicated?

CLOSING

Review the concepts covered today.

Reinforce the need to practice at home.

Ask if there are any questions or comments.

Before closing the group, have each group member tell one thing that they learned today.

WEEK 3: NONVERBAL COMMUNICATION

Lesson 1

Materials: Newsprint and marker or chalkboard.

INTRODUCTION AND REVIEW

This week we are going to learn about nonverbal communication.

Ask if anyone remembers what nonverbal communication is? Have the group come up with some definitions.

Explain that "nonverbal" means without words. So, nonverbal communication is communication without words. It is something they do all the time. For example a common form of nonverbal communication is a smile.

Brainstorm what does a smile communicate?

Explain that everything that they learned last week about listening applies to nonverbal communication.

Ask the group to remember the four parts of listening [hearing, paying attention, understanding (interpreting), and remembering].

Explain that the same things apply to nonverbal communication. But, because there are no words in nonverbal communication you often "listen" with your eyes instead of your ears. So the four parts of "listening" for nonverbal communication are Looking, Paying attention, Understanding or Interpreting, and Remembering.

Ask if they have any questions or feedback.

RELAXATION

Today we are going to learn part of a more advanced relaxation exercise.

Stretching Do some stretching. As before, have them focus on any areas of their body which might be particularly tense. Have them try to stretch these in a way that will relieve the tension. One way which works is to tighten the muscle that feels tense, and then relax it. So, if their shoulders feel tense, have them tighten the muscles in their shoulders and then relax them.

Breathing Do the breathing exercise.

Explain that it is important to try to use their breathing to help them relax because it will help them do the next part of the exercise.

MIND RELAXATION

Explain that they are going to do a different type of relaxation exercise. Stretching and breathing help them relax their bodies; this exercise will help them relax their minds. Tell them to try to participate, even if they think this exercise is weird. Tell them that it will make them feel good, more relaxed and more alert. If they have trouble with this exercise, have them just sit quietly with their eyes closed without disturbing other people.

NOTE: Speak very slowly. Pause to give the group time to visualize what you are saying. They may be resistant at first; just remind them to close their eyes and try to focus on what you are saying.

Tell the group to get comfortable. They can sit, or lie on their backs on the floor. Tell them that you are going to talk to them and they are to listen to your voice and try to do the things that you tell them to do.

RELAXATION EXERCISE

Make yourself very comfortable. Close your eyes and pay attention to your breathing. You do not have to change anything about it, just pay attention to it. Feel yourself breathing in; feel the air fill your lungs. Then feel yourself breathing out. Do this a few times. Just pay attention to your breathing. Now take some slow, deep breaths. As you breathe, imagine yourself becoming more relaxed with each breath.

Now imagine yourself on the seventh floor of a building. The walls are painted a bright warm red color. Walk down this red hallway to the end of the hall where you see an escalator marked "down." It is a very special silver-colored escalator. It is a smooth, noiseless, completely secure and dependable escalator. Step on the escalator and feel yourself beginning to glide down. You have your hands on the rails and are gliding down slow, without any sound, very safely...very securely. As you ride down feel yourself unwinding and relaxing...becoming more and more relaxed.

Take a deep breath. As you exhale, repeat "7" in your mind three times. Imagine a large number 7 standing out against the bright red walls of the seventh floor. Red color floats past you as you continue gliding down. You have now reached the 6th floor. Get off the escalator and you see 6 printed on the bright orange walls of the 6th floor. Walk down a bright orange hall to the next down escalator. Ride this escalator down, feeling more and more relaxed as you go down, gliding down quietly and smoothly.

Take a deep breath. As you exhale, repeat "6" in your mind three times. See the bright orange walls all around you as you go down, becoming more relaxed. You have now reached the 5th floor. See the fifth floor sign, a big 5 against beautiful golden yellow walls. Walk through this yellow hall to the next down escalator. Step on the escalator.

Talk a deep breath; when you exhale, imagine the number 5. Repeat 5 in your mind three times. Each time imagine yourself becoming more relaxed. Step on the escalator and imagine yourself floating down, enjoying the beautiful yellow color all around you and feeling more relaxed. You may hear noises around you, but pay no attention to them. Just pay attention to the beautiful yellow color around you and to the good feeling of being very relaxed. You are now on the 4th floor. See a big 4th floor sign, a large number four against walls which are a restful, grassy green. Get off the escalator and walk down this restful emerald green hall to the next escalator.

Take a deep breath, and while exhaling, imagine the number 4. Repeat 4 in your mind three times. Enjoy the clear bright green around you as you step on the next escalator. Glide down through the green to an even more relaxed and restful area. Reach the third floor and see that the walls are a beautiful blue color. See a large number 3 against the beautiful, blue walls. Feel yourself surrounded by a peaceful, calm blue, like a beautiful, blue lake on a clear day.

Take a deep breath and while exhaling, picture the number 3 in your mind. Repeat three in your mind three times. Step on the next down escalator and begin to glide down even more smoothly to a still more relaxing area. See the second floor sign, a large 2 against a beautiful deep purple wall. Get off the escalator.

Take a deep breath and while exhaling see the number 2. Say 2 in your mind three times, each time becoming even more relaxed. Move through the purple color to the next down escalator. Get on the escalator and glide down, down to an even more relaxing area. See the 1st floor sign, and notice that the walls are a glowing blue-violet color. Get off on the first floor.

Take a deep breath and see the number 1. Say 1 in your mind three times. See the beautiful, blue-violet color all around you. You feel very relaxed, but alert and not sleepy. Enjoy this feeling of being very relaxed. You notice ahead of you is the front door of the building. Go out the door and imagine that you are on a beautiful beach.

Feel the warmth of the sun on your skin.

Feel the warm sand under your feet as you walk along the beach and down to the edge of the water.
Feel the sand between your toes as you walk.
See the beautiful blue sky and the sparkling blue green water.
As you walk along the edge of the water, feel the waves gently lapping around your ankles.
Hear the waves breaking against the shore.
In the distance hear the seagulls calling to each other.
Feel a light breeze and feel your cares and worries gently drifting away, leaving you calm and relaxed.
Watch the sparkling sun on the water.
Enjoy this scene as much as possible. When you feel ready come back to the group. You will feel alert and ready to learn.

Discuss How does everyone feel? What did they experience? Did they like the exercise? Do they feel more relaxed? Do they have any questions?

Explain These exercises are used to help people relax and learn better. If they practice them they will find that they work to help them learn. Next time you are going to bring in some stories of people who have used these exercises to do incredible things.
HAVE THEM STAND UP AND DO SOME MORE STRETCHING.
Now we are going to learn more about nonverbal communication.

NONVERBAL COMMUNICATION

We already said that a smile is an example of nonverbal communication.

Brainstorm other examples of nonverbal communication. Have the group go around the circle, each giving one example. Then open it up for general brainstorming. Write down what they come up with. Add these to the list (leave room after each one to write):

- smile
- frown
- crossed arms
- hands on hips
- coughing
- head down
- talking with hands
- laughing
- body slumped over
- eyes looking at someone
- standing near someone
- eyes lowered
- eyes looking away
- clearing throat
- saying uh-huh
- slapping someone on the back
- tapping someone on the shoulder
- sighing
- moving away from someone
- clicking tongue
- standing very straight
- leaning toward someone
- crying
- playing with objects or hands
- moving toward someone
- raising hand

Discuss What do each of these signs mean? What do each of them communicate? Ask for volunteers to demonstrate each

sign.

Brainstorm. Go down the list and come up with several meanings for each sign. (E.g.Write down what they come up with)
- laughing can communicate happiness, excitement, something's funny, and nervousness.
- frown can communicate unhappiness, displeasure, anger, etc.
- sighing can communicate happiness, sadness, impatience, etc.

Explain that there are four kinds of nonverbal communication
1. environment and personal space
2. body movement and posture
3. face and eye movement
4. communication with sounds and not words.

Write these down.

1. ENVIRONMENT AND PERSONAL SPACE

Explain that their environment affects the way they act. For example, when they are at church or in class they act differently than when they are at home or on the playground. Some settings are formal; some are casual.

Brainstorm Formal settings and casual settings.

Discuss the differences in how they act in each setting.

Demonstrate this by rearranging the group. Instead of having them in a circle, seat them in a straight line. In rows. In dyads. In a bunch with no particular order.

Discuss the difference. Which are formal? Which are informal? Which ones do they feel the most comfortable? uncomfortable? Why?

Explain that personal space is the area around their bodies where they feel comfortable having people close to them.

Demonstrate this by having them stand up and form two lines facing each other about ten feet apart. Each person should have one person across from them. Have the lines walk toward each other, one step at a time until they get very close. Tell the group to have the person stop walking toward them when they start to feel uncomfortable. Do this a few times, changing partners.

Discuss what happened. Did people's personal spaces differ? How near did they let people? Do they let people they know come closer than they let strangers come?

Go back to the original list of nonverbal signs and have the group pick examples of environment and personal space from

the list. Mark these with a 1.

2. BODY MOVEMENTS AND POSTURE
These are movements that you do with your body, with your hands, arms, and legs or with your posture.

Identify examples of body movement and posture from the list. Mark these with a 2.

Demonstrate different types of body movements and postures. Have the group do them. E.g., slouching, standing straight and rigid, standing comfortably, crossing arms, hiding face behind hands, etc.

Brainstorm Go around the circle and have each person identify a body movement that they use often. Other group members can help them by giving them feedback.

Discuss what they come up with.

3. FACE AND EYES
These body movements are with your face and eyes.

Identify some from the list. Mark these with a 3.

Demonstrate different types of face and eye movements. Have the group do them, e.g., smiling, grimacing, rolling eyes, looking down, up, gritting teeth, etc.

Brainstorm Go around the circle and have each person identify a body movement that they do often with their face and eyes.

Discuss what they come up with.

4. COMMUNICATION WITH SOUNDS BUT NOT WORDS

Identify some from the list. Mark these with a 4.

Demonstrate. Have the group do each several times, e.g., clearing throat, coughing, sighing, laughing, crying, uh-huhs, clicking tongue, umms, etc.

Brainstorm the kinds of communication with sounds, that each uses.

Discuss what they come up with.

PRACTICE: PASS A MASK

Have the group sit in a circle. Pick someone to go first. This person makes their face into a "mask" -- some kind of expression or emotion. Tell him or her to hold this mask and turn to the person on their right. This person has to copy

the mask and hold it until he or she turns to the person on the right. Just before they are facing the person on the right, the person with the mask should change it to a new and different mask. The person on the right copies the mask, turns, and passes a different mask to the next person on the right, and so on around the circle. Go around the circle a couple of times. Tell the group not to talk while they do this exercise. Also tell them not to use their hands, just to use their face and eyes to make the mask.

Change directions. Pass the mask to the person on the left.

Discuss what happened. What kinds of masks were created? What did they express? Are there masks that they use in their everyday communication? What masks are they?

CLOSING

Review the concepts covered.

Explain that they can practice what they learned today by watching other people communicate at home, on TV, with their friends, etc. They can look for the different kinds of nonverbal communication discussed today. Tell them that people learn to "read" nonverbal communication so that they can understand people better and communicate better. Psychologists, doctors, actresses and actors, and even their parents use this skill because it is a good way to tell what people are communicating.

Ask if anyone has any questions or comments.

Have each group member report one thing that they learned today.

WEEK 3: NONVERBAL COMMUNICATION

Lesson 2

Materials: Pencils for each group member, newsprint, "Observer Checklist," and marker or chalkboard.

INTRODUCTION AND REVIEW

Today we are going to learn more about nonverbal communication. First, let's review some of the things we have learned so far.

RELAXATION

Stretching Do some stretching. Have them relax any muscles which may be tense, by first tensing them and then relaxing them.

Mind Relaxation
Explain that they are going to do the mind relaxation exercise that they did the last time. If some of them had trouble doing it the last time encourage them to try again. Tell them that scientists are discovering that relaxation exercises such as this one can help people do incredible things. People can learn to do math faster than a computer, can remember long lists of names and numbers, or can become great athletes. Some say that these exercises can help a person develop ESP. There is a man named Vernon Craig who uses these exercises to teach people how to control pain. He began doing relaxation and breathing exercises when he was 12 years old. After many years of practice he was able to control his body so that he could walk on a bed of hot coals without burning his feet. He could also lie on a bed of nails with people sitting on top of him without getting hurt. He is in the Guinness Book of World Records for doing both of these things. In fact many of the people in the Guinness Book or on the TV show That's Incredible use relaxation exercises such as the ones we are doing. Vernon Craig is a normal person who can feel pain just as we can, but he has learned how to relax so that when he is relaxed he does not feel pain or cannot hurt himself.
College students and business people are also learning these exercises to help them learn and remember, and for helping them with shyness, stage fright when speaking in front of an audience, or with phobias (make sure they know what phobias are, give some examples). Tell them they can learn more about these things in a book called Superlearning by Sheila Ostrander and Lynn Schroeder.

Practice Do the mind relaxation exercise from last session.

Discuss their feelings and experiences. Was it easier this

time?

NONVERBAL COMMUNICATION REVIEW

Discuss Ask whether they remember the four kinds of nonverbal communication discussed in the last group (environment and personal space; body movement and posture; face and eyes; and communication with sounds but not words).

Ask them if they noticed how other people use nonverbal communication. Have each of them give an example from their own lives. E.g., "My mother gives me a hug when she is happy with my work."

Brainstorm How can they tell when their parent is in a bad mood? What nonverbal signs does she/he give?

Discuss How many responses were similar or common? Were any unusual? What other ways do they know what kind of mood their parent is in (tone of voice, etc.)?

MORE NONVERBAL COMMUNICATION PRACTICE

Emotional Charades

This exercise helps them develop awareness of nonverbal messages involving feelings .

Brainstorm Have the group come up with a list of feelings. They can call them out, as many as they can think of. Write them down. They should come up with quite a few. Prompt them if necessary. Some examples are:

- angry
- bored
- sad
- frustration
- scared
- happy
- unhappy
- surprised
- love
- hate
- aggressive
- smart
- stupid
- certain
- lonely

How to play Have someone volunteer to go first. This person is to pick a feeling from the list and act it out nonverbally. The group is to guess what feeling is being acted out. Turn the list away from the group so that they can't see it. There are four rounds to this game.

Round 1 The actors use only their VOICE to act out the feeling. They turn away from the audience and must convey the feeling by merely counting from 1 to 10 (vocal cues only). Give each group member a turn in Round 1 to pick a feeling and act it out.

Round 2 The actors use only their FACE AND EYES. They may pick a feeling that was used in Round 1, but they can only use their face and eyes to act it out. The audience must again try to guess their feeling. Go around the group giving each member an opportunity to pick and act out a feeling.

Round 3 WHOLE BODY. Actors may use any part of their bodies to get their feelings across to the group, but they cannot use their voices.

Round 4 WHOLE BODY AND VOICE. Actors pick a feeling and

use their whole bodies and voices (not words -- only the numbers from 1-10) to get their feeling across to the audience.

Discuss Which emotions were the easiest to get across? Which round was the easiest? the hardest? How did it feel to be a message sender? (Have them give themselves feedback.) How did they know what emotion was being sent when they were the audience?

PART 2: PANTOMIME

Have the group divide into pairs. Each pair is to think up a "scene" that they are going to act out in front of the group without using words. They can be short, common scenes such as "coming home with a bad report card," "getting an A on a difficult test, and telling their mother or father," "receiving a present," "asking someone out for a date." Each pair is to come up with their own scene, and keep it a secret from the group. Allow them a few minutes to talk and rehearse their scenes away from the group. One by one the pairs act out their scenes WITHOUT WORDS (you can explain to them that this is called "pantomime"). The rest of the group tries to guess what they are trying to convey.

Discuss. What happened? How did they know what the actors were trying to convey? Was it easy or hard to depict their scene without words? Go around the circle giving each person a chance to tell about their experiences.

HOW NONVERBAL COMMUNICATION AFFECTS ORAL COMMUNICATION

Explain that nonverbal communication can affect oral communication in many ways:

- It can repeat what they say with words. (E.g., saying "Get out" and pointing to the door.)
- It can be a substitute for words. (E.g., hugging someone as a substitute for saying "I love you.")
- It can emphasize what they are saying like underlining a word. Many people do this with their hands.
- It can contradict what they are saying, for example, smiling when they are angry.
- Nonverbal communication can also regulate conversation. It lets them know that someone is listening or talking to them. They can use it to let people know that they want to talk (raising their hand). It can also let them know whether someone agrees or disagrees with what they are saying, or whether or not someone understands what they are talking about.

Brainstorm Have the group brainstorm ways in which they know someone is listening to them. Ways in which they know if someone agrees with them. Disagrees. Ways in which they know someone doesn't understand what they are saying or does understands.

Exercise:
Explain that this exercise will help them use nonverbal

communication to be better communicators.

Ask for 2 volunteers.
Person 1: (Speaker) Pretend that person 2 is your best friend. You haven't seen this friend since last summer. Tell them what has happened during the year, what you've done, how school has been, what the summer's been like. Keep talking and answer any questions person 2 asks you.

Person 2: (Listener) You are person 1's best friend. You want to find out all about what your best friend has done since last summer. Listen carefully to everything person 1 says. If person 1 stops, ask her/him questions like, "How's school been?", "What subjects do you like best?", "Are you doing anything exciting this summer?", etc..

The rest of the group just observes the interaction. Pass out the Observer Checklist. Tell the group that they are to watch the two people talking. They should check off the things on the list that the speaker and listener do a lot, and write down any other things they do that are not on the list. Tell them that they don't have to really listen to the conversation. Just watch.

Discuss what happened. What movements were made most by the talker? by the listener? When were more movements made? Compile a list of "other" behaviors that the group came up with.

Brainstorm list of "good" nonverbal behaviors, e.g.,:

- look at other person
- saying uh-huh or nodding
- talking loud enough
- leaning toward speaker

and poor nonverbal behaviors:

- looking away
- fiddling with hands
- staring, etc.
- standing too close or too far
- talking too low or too loud
- talking in a monotone

Explain that some behaviors help communication; others hurt it. For example, when someone is talking to you it is important to look at them. This is one of the most important nonverbal communication skills that they can learn.

Demonstrate Have them break up into pairs. One person is the talker, the other the listener. The talker tells the listener about something they like to do. Describe it to the listener so they will know about it. The listener and talker are to look away from each other while they are talking. Try it again this time looking at each other.

Explain that if it is hard to look the other person in the eye, they can "fake it" by looking at the person's nose or cheek. (Tell them to try this for a few seconds and see if they can see any difference).

Change places. The other person is the listener or talker. Have them practice looking at the other person while talking and listening.

Discuss what happened.

Reinforce the importance of eye contact.

CLOSING

Summarize what they learned today.

Reinforce the need to practice what they learned at home.

Ask if they have any questions or feedback.

Before closing, have each one share one thing that they learned today.

WEEK 4: SPEAKING

Lesson 1

Materials: Chalkboard or newsprint and marker.

INTRODUCTION AND REVIEW

Today we are going to learn about speaking. What we are going to learn is based on things we have already learned about listening and nonverbal communication.

Ask if anyone has any questions or comments about what they have learned so far.

Explain that at the first group meeting they talked about different situations where they communicate. Tell them to think now of some situations in their lives where they communicate.

Brainstorm different communication situations. Write down all they can think of, e.g.,:

- chatting with friends
- job interviews
- asking someone out for a date
- talking to a very close friend about a problem
- introducing people
- talking to friend on the phone
- listening to the teacher
- making a report in class
- explaining an idea to someone
- receiving and following instructions
- discussing in class

Ask each member of the group to come up with a communication situation which is easy for them, and a communication situation which is really difficult. Write them down.

Discuss what they come up with. Are there commonalities? What aspects of these situations are difficult? How do they feel when they are in these situations?

RELAXATION

Today's exercise will help them deal with difficult communication situations.

Stretching: Have them do stretching and tensing and relaxing of any muscles which are tense.

Relaxation Exercise: Do escalator exercise from the 5th floor to the point where they get to the bottom floor.

Now imagine that you walk out the front door of the building. Standing out there in front of the building is a person that

you like a lot, but who is difficult for you to talk to. Look at this person. What do they look like? Get a clear picture of them in your mind. How do you feel when you see them? Now, go up to this person and say hello. When they see you they look very warm and friendly and happy to see you. They tell you that they have been wanting to talk with you for a long time, but haven't had a chance. You can tell that this person likes you and is interested in what you have to say. Now imagine that this person asks you to talk about yourself. What would you like to say to them? Imagine yourself feeling very relaxed and talking to them. They are happy to hear what you have to say and find it very interesting. You feel how easy it is to talk to this person. You are relaxed and happy to talk with them. You realize that it is easy to talk to them. Now imagine that it is time for you to go. Say goodbye to your friend. Tell them that you enjoyed talking with them and look forward to talking to them again.
When you are ready, come back into the group. You will feel relaxed and alert when you open your eyes.

Discuss what happened. Have them share their experiences. What did the person who they thought was difficult to talk to look like? How were they feeling when they found it was easy to talk to this person? What did they talk about?

SPEAKING PRACTICE

Explain that now they are going to do an exercise to help them practice speaking. During this exercise, have them try to pay attention to the things they learned about nonverbal communication and listening. Tell them that it is important to practice making eye contact (looking at the other person) when they are talking and listening.

Interviews
Have the group break into pairs. Each person is going to introduce themselves to their partner. They are to tell their partners all about themselves; where they were born, about their family, about school, about things they like to do, etc. One of them should talk while the other listens and asks questions such as (write these down):

1. Where were you born?
2. What is your family like?
3. Where do you go to school?
4. Do you like school?
5. What subjects do you like best?
6. What would you like to do when you graduate from high school?
7. What kinds of things do you like to do?
8. What kinds of music do you like, etc.?

The listener can ask any question they want, to keep the

conversation going. The listener is also to listen carefully because they are going to introduce their partners to the group. (You should monitor each pair to see if they are using listening and nonverbal skills). After one is finished talking, have them switch places. When both of them are finished, have the group get back together. Each person introduces their partner to the group.

Discuss what happened. Was it easy to learn about the other person when they were introduced to the group? Was information forgotten? Did they practice eye contact and listening? Were their voices loud enough? Did they talk too fast or too slow? Give them feedback on what you observed.

Explain that, like making eye contact and good listening, talking loudly enough and at just the right pace are two more things which make a good communicator.

Discuss why.

Ask if anyone has any questions or comments.

PART 2

Use the remainder of the group to do any exercises which you may not have had time for in the previous groups.

OR

Use the remainder of the group for a group discussion. They can discuss any topic they wish. Remind them to make eye contact and remember to talk loudly enough and at just the right pace. Pause during breaks in the discussion to give the group feedback on how they are doing. If there is more than one group discussing (group should be 5-6 members), have them select one person to summarize for the class.

CLOSING

Review the concepts covered.

Reinforce the importance of practicing at home. Give some examples of how they can practice.

Ask for questions or comments.

Have each member report one thing they learned today.

WEEK 4: SPEAKING

Lesson 2: Directions and Description

Materials: Chalkboard or newsprint and marker, pencils for each group member, Speaking Checklist.

INTRODUCTION AND REVIEW

Today we are going to learn about describing and giving directions. First, let's review some things we have learned so far.

Review: Eye contact, rate, nonverbal cues, and any other concept you feel is important.

RELAXATION

Stretching: Do stretching and muscle relaxation.

Mind Relaxation: Have the group do some deep breathing. Take 5 or 6 deep breaths. Tell them that each time they breathe, they are getting more and more relaxed. Now have them imagine that they are on an escalator on the 5th floor of a building.

You are on the fifth floor. You step on the escalator. It is going to take you smoothly and quietly down to the 1st floor. You take a deep breath, and feel more and more relaxed. You stay on the escalator as it goes down to the 3rd floor. Take a deep breath. Exhale. As it goes down you feel more and more relaxed. Now it glides you down to the 2nd floor. You feel calmer and more relaxed. Take a deep breath. You are now going down to the 1st floor. Step off the escalator. You are calm and relaxed. Take another deep breath.

Now walk out the front door of the building. You are now walking down a bright city street. Imagine yourself walking. What are you wearing? Notice the street around you. You stop at a bus stop and wait. A bus comes by but it is not the regular bus. The driver stops and tells you that this is a special bus that will take you anywhere you want to go in the whole world. It could be another city, country, or even another room. You get on the bus and sit down. You do not have to pay any money. You can go any place you want for free. The bus stops suddenly and the driver tells you that you have arrived. You get off the bus and you are in your very special place. Look around. Where are you? What does it look like? Take some time to look around (pause).

This place makes you feel relaxed and happy. Now that you are familiar with your place, you feel very comfortable and relaxed. You notice that there is a small box with your name on it. You open the box and find a present for you inside.

What is it? Look at it, touch it (pause). When you are familiar with your present, you look up and see that the bus is waiting to take you back.

You get on the bus and you notice that your best friend is sitting on the bus waiting for you. You sit next to him or her and say hello. She or he is happy to see you. You feel very good about your present and your visit to your special place. Now, describe to your friend step-by-step what happened to you since you got off the escalator. Remember to tell him or her everything about the bus, the special place and the present.

(Pause here for a minute or two.)

When you are finished, say goodbye to your friend and get off the bus.

Come back to the room when you are ready. You will feel relaxed and alert.

Discuss What happened? Have the members of the group share their experiences.

GIVING DIRECTIONS AND DESCRIBING

Brainstorm Situations where they describe something or give directions. Use real life situations, e.g., telling a younger child how to tie their shoe; describing their homework assignment to a classmate; giving directions to their house; telling someone how to make a cake, etc.

Explain that giving directions and describing are very important oral communication skills which they use everyday.

PRACTICE: GIVING DIRECTIONS

Pick something that everyone in the group knows how to do (e.g., making a sandwich, getting dressed for school, playing a popular game, tying a shoe, etc.).

Brainstorm step-by-step how to do it. Write down the steps the group comes up with in the order which they are presented.

Discuss Are the directions clear? Are the steps in the right order? Did they forget anything? What? If they did not know anything about this would they know what to do?

Repeat this a few times as a group, discussing the results after each time. Did they improve?

Explain that there are some important parts to giving directions.

Write these down:

1. Introduce what you are going to say (e.g., "I am going to tell you how to make a cake.")
2. Make sure the steps are in the right order. Don't tell the end before the middle. For example, don't say to put the cake in the oven before saying turn on the oven.
3. Don't forget any steps or details. For example, don't forget to tell all the ingredients that go into the cake or any of the steps you need to know to bake it.
4. Don't talk about things that are not related to your subject, e.g., if you are talking about making a cake, don't start talking about what you got for your birthday.
5. At the end, summarize all the steps and ask if the listener understands.

Ask the group if they can come up with any of their own examples, e.g., examples of someone who always talks about things that are not related to the subject, or someone who jumps into the middle of a conversation without introducing it so you don't know what they are talking about.

PRACTICE PART 2

Ask for a volunteer. Have the volunteer think of something they know how to make or do, but not to tell the group what it is. Pass out the Speaking Checklist.

Explain to the group that they are going to listen to the speaker and check off the things on the Checklist that the speaker does.

Review the list, giving examples.

Tell the speaker that she/he is to give directions to the rest of the group on how to do the thing that she/he chose. (It can be anything like cooking a food, making an art project, getting ready for a party, etc., any task where they must give directions to the audience.) They must give step-by-step directions and pretend the rest of the group knows nothing about what they are describing. They must provide all necessary details.

When they are finished, the group may ask questions.

Feedback First, have the speaker look at the checklist and give themselves feedback.

Next have the rest of the group give them feedback according to the checklist. Emphasize only the items checked.

Discuss What details were missing? Were things in the right order? Did the speaker introduce their topic?

Did the speaker summarize? Was he/she loud enough? Did he/she look at the audience, etc?

Practice After getting feedback, have the speaker repeat the directions to the group, utilizing the feedback just received.

Coaching Have one other group member sit next to the speaker and help the speaker if he/she gets stuck.

Repeat the process with other group members in the role of speaker.

Discuss what happened.

CLOSING

Review the concepts covered (introducing messages, providing detail, order, summary, etc.)

Reinforce the importance of practicing at home. Give examples of how they can practice these concepts.

Ask if anyone has any questions or comments.

Have each group member share one thing they learned today.

WEEK 5: SPEAKING

Lesson 1: Asking Questions and Identifying Main Ideas

Materials: Chalkboard or newsprint and marker, paper and pencil for each group member, pictures and paragraphs for Identifying Main Idea Practice.

INTRODUCTION AND REVIEW

Today we are going to learn about asking questions and identifying the main ideas in a message. First, let's review some of the things that we learned last week.

Review Organizing messages.

Ask if anyone remembers the five steps that are important when giving directions or describing something (introduce topic, make sure the steps are in the right order, provide necessary details, stick to the topic, summarize and ask for feedback).

Review and Reinforce these skills as well as any others you feel important (eg., eye contact, enunciation, etc.).

RELAXATION

Stretching Do some stretching and muscle relaxation (tense and release).

Mind Relaxation

Have the group do some deep breathing, taking 5 or 6 deep breaths through their noses. Tell them that with each breath, they are becoming more and more relaxed. Now do the escalator exercise from the fifth floor. When they reach the bottom floor continue as follows:

You are now on the bottom floor of the building. This time you decide that you are going to look around this bottom floor a bit. Imagine yourself looking around. What do you see? As you look around you notice that there is a room with an open door. You go through the door and enter another room. This room is beautifully decorated. Imagine what it looks like. The room makes you feel very good. You know that it is a special room. In the corner of the room you notice a person. You can tell by looking at the person that they are very nice and friendly. Then the person notices you. This person smiles at you and says that he or she can answer any question you have about your own oral communication abilities. If you feel shy or afraid to talk in groups, this person can tell you how to overcome your fear. They can give you help with any question you have relating to oral communication. The person asks you if you

have any question that they can help you with. He or she is kind and friendly to you and makes you feel comfortable and at ease. Think of a question that you would like to ask this person. Something about oral communication that gives you trouble or that you need to work on. Ask this person your question. Listen as he or she answers you. What does he or she say? When the person is finished speaking, they give you a gift. This gift is something that will help you whenever you are communicating. It will give you the power to remember anything about oral communication that will help you communicate better. Look at the gift. What is it? After you receive the gift, you thank the person in the room for helping you. You walk out of the beautiful room feeling very good and come back into this room whenever you are ready.

Discuss Have the class share their experiences. What were their questions? What answers did they receive? What gifts did they receive?

ASKING QUESTIONS

Asking questions is an important oral communication skill.

Brainstorm different reasons for asking questions. Write them down. For example:

- to get information
- to clarify
- to find out if something is true or false
- to ask for help
- to test knowledge

Also brainstorm different kinds of questions that people ask, e.g.:

- who...?
- what...?
- when...?
- where...?
- why...?
- how...?
- could you...?
- do you...?
- would you...?
- may I...?

Ask the group to think of examples for each type of question, e.g.:

- what do you think of this class?
- who is your teacher?
- etc.

Discuss the group's responses.

Explain that different kinds of questions lead to different kinds of answers. Some questions yield only a little information. Other questions yield much more information.

For example, if they wanted to find out how someone in the class felt about the lesson, they could ask the question "Do you like this lesson?" The person answering the question could answer with only a "yes" or a "no". To get more information, a better question would be "How do you like this class?" By asking this question, the person answering the question would have to give more information about his or her feelings about the class than simply saying yes they liked it or no they didn't like it. The second kind of question is called an Open-ended Question because the answer is not limited to any one thing.

Give the class more examples of Yes-No Questions vs. Open-Ended Questions.

Another type of question similar to a Yes-No Question is an Either-Or Question. This is a question where the person answering has to pick between one of two answers, e.g.: "Is the class interesting or boring?" Like Yes-No Questions, Either-Or questions give information, but not as much as Open-ended Questions. Often the answer of an Either-Or Question may not be one of the two choices.

Brainstorm some more examples of each of these kinds of questions.

PRACTICE: ASKING QUESTIONS

What am I?

Part 1: Yes-No Questions
Divide the class into two teams. Select a volunteer to go first. This person is to pick an animal with which everyone in the class is familiar, but not tell the class which animal he or she has chosen. The rest of the class, in two teams should take turns guessing which animal the volunteer has chosen by asking only YES-NO QUESTIONS. Start with 20 points. After every question the point value is lowered. The team that guesses correctly scores the remaining points. The person who guesses the correct answer chooses the next animal. Sample yes-no questions:

- are you a tame animal?
- do you live in a forest?
- can you fly?

Part 2: Either-Or Questions
This time the teams can only ask Either-Or Questions with the volunteer responding with one of the choices or "Neither." Sample questions:

- do you live on land or in water?
- do you have four legs or two?
- are you weak or strong?

Variations. Instead of using animals, use famous people, famous places, or occupations.

Discuss what happened. Were there any differences between the two kinds of questions? What kinds of questions did people ask to get information? Did certain questions give more valuable information than others?

Part 3: Open-ended Questions
This time have the class ask Open-ended Questions in addition to Yes-No and Either-Or Questions. For example:

- what is it like where you live?
- what do you eat?
- what kind of coat do you have?

Discuss the difference between asking open-ended questions and the other type of questions. Was it easy to get information using these kinds of questions? How does asking questions relate to the communication that they do in their own lives?

IDENTIFYING THE MAIN IDEA

Another important oral communication skill is identifying the main idea when someone is speaking.

Explain The main idea tells what something is all about. It is the most important idea. All of the other ideas are just details to support the main idea.

Demonstrate Show the class pictures which emphasize one main idea.

Ask the class to identify the main idea represented in the picture. Have the class distinguish between the main idea and the details in each picture.

PRACTICE: IDENTIFYING THE MAIN IDEA IN SPEECH

Read to the class a number of short paragraphs which emphasize one main idea. Have them pick the idea from a list of three possibilities. When they become familiar with the process, read longer pieces and have them identify the main idea themselves. Have each of them write what they think is the main idea on a piece of paper. Also have them identify one or two subordinate ideas or details in each piece.

Discuss Compare answers. How did they identify the main idea? What clues did they use? What are the differences between main ideas and details.

Explain that the main idea is the main thing that the speaker wants to say. The details should all relate to and support

WEEK 5: SPEAKING

Lesson 2: Persuading

Materials: Newsprint and Marker or chalkboard, advertisements, pencils and persuasion feedback sheet.

INTRODUCTION AND REVIEW

Today we are going to learn about persuading. First, let's review all of the things that we learned the last time.

Ask if anyone remembers the different kinds of questions that they can ask.

Review asking questions, open versus closed questions.

Review identifying the main idea.

RELAXATION

Stretching and Muscle Relaxation. Do some stretching and muscle relaxation exercises.

Mind Relaxation. Begin with breathing. Have the group take 5 or 6 deep breaths through their noses. With each breath tell them that they are becoming more and more relaxed. Do the escalator exercise from the fifth floor. When they reach the bottom floor continue as follows:

When you step off the escalator at the bottom floor of the building, you notice that a classmate of yours is waiting for you. Get a good picture of your classmate in your mind. What are they wearing? This classmate likes you very much and trusts your opinion. He or she looks very happy to see you. You walk out of the building to a sunny park across the street. Notice the trees and grass around you. The air feels very good. Your classmate tells you that they need your advice on something that is bothering them at school. It is a rule that you and your classmate do not think is fair. You both want this rule to be changed very much. What rule is it? Think of the rule in your mind. Your classmate wants your to help convince the teacher to change the rule. Think of ways to convince your teacher. Talk these over with your classmate. All of a sudden you look up and notice that your teacher is in the park walking toward you. It is a sunny day and your teacher seems to be in a very good mood. You and your classmate decide to try to talk to your teacher about changing the rule right now. Say hello to your teacher as he or she approaches you. What is he or she wearing? Your teacher says hello to you in a very friendly voice. You tell your teacher that you would like to talk with him or her about something that is bothering you. You teacher is interested in what you have to say. You tell your teacher

about the rule that you would like to see changed. Give him or her your reasons for wanting to change it. Tell your teacher why you think that changing the rule would be better for the school. Your teacher says that he or she is very interested in your opinion. He or she is very glad that you said what was on your mind and says that your ideas are very good one and that he or she will talk to you more about them when you come to school. You say goodbye to your teacher. You and your classmate are very happy about how your teacher responded to you. You say goodbye to your friend and come back into this room when you are ready.

Discuss what happened.

PERSUADING

Brainstorm different examples of situations where persuasion is used. Eg., (Write them down):

-persuading a friend to see a movie you like
-persuading a parent to let you stay out later
-persuade a teacher to change a rule
-persuade someone to buy something
-persuade someone to vote for a particular candidate
-persuade someone to agree with an opinion
-persuading someone to hire you

Discuss what they come up with. What do all these situations have in common?

Brainstorm Choose one situation from the list. Have the class brainstorm different ways in which they would approach the persuasion task. (Eg., what they would do to try to convince their mothers to allow them to stay out later).

Discuss What things do they consider when they are trying to persuade someone? What kinds of things seem to work best.

Explain that persuasion is something that is very common in their lives. All advertisement is a form of persuasion. The companies are trying to persuade people to buy their products.

Brainstorm ways in which advertisers persuade people to buy their products. Eg.:

-using humor
-psychological appeal
-emotional appeal
-give facts, information

Discuss what they come up with.

Demonstrate Bring in examples of advertisements from magazines, or have the students find their own examples, or as a class watch some commercials on TV or listen to them on the radio.

Discuss What ways does the commercial or advertisement try to persuade? What elements of persuasion are used? How do the elements in the ads relate to the list that the class came up with on their own?

PRACTICE: PERSUASION

Break the class up into groups of two or three. Each group is to put together a TV commercial which will try to persuade the rest of the class to buy a product (the groups can pick their own products). Tell the groups to use their imagination and try to be very persuasive, as the class will later vote on the commercial which was the most persuasive.

After each group acts out their commercial, have the class vote on the ad which most convinced them to buy their product. They are not to vote on the most entertaining commercial necessarily, but the commercial which is the most persuasive.

Discuss the results. Which techniques were used to convince the audience to buy certain products (eg., comedy, information, emotional appeals, etc.) Which techniques were the most effective? The least effective? Ask each group to report one thing that they would change about their commercial to make it more effective.

Explain that the steps to persuading someone are very similar to the steps for describing or giving directions and to the steps for identifying the main idea. There are just a few more things to remember.

STEPS TO PERSUASION

1. Fit what you say to the person who is listening. Think about who you are trying to persuade. What kinds of things would work best with this person?

2. Think about the main idea of what you want to say. State this idea clearly. Introduce your main idea.

3. Give enough details to support your main idea.

4. Don't talk about things that do not relate to your subject.

5. Look for clues from the listener about how they are reacting to what you are saying.

6. Summarize at the end.

7. Ask for feedback.

Discuss each of these steps in detail, making sure that the class understands each step.

PRACTICE PART 2

Pick another situation from the list the class came up with at the beginning of the lesson. Ask for volunteers to roleplay the situation before the class. The rest of the class will observe the roleplay using the Persuasion Feedback Sheet.

Feedback. After the roleplay, first have the persuader give him or herself feedback, using the feedback sheet. Have the other roleplay participants give the persuader feedback. Have the rest of the class give feedback. Emphasize only the items checked.

Coaching. Stage the roleplay again. This time assign someone in the class to help coach the persuader. This person should stand next to the persuader and offer suggestions during the roleplay.

Discuss what happened.

Now divide the class into groups of four. Practice some more roleplays. First do a roleplay and give feedback. Then do some roleplay with a coach. Try to give everyone a turn at being the persuader.

Discuss. When everyone has practiced, come together as a class and have the students discuss what happened.

Ask if anyone has any questions.

CLOSING

Review the concepts covered.

Reinforce the need for further practice. Give examples of how the students can practice what they learned.

Ask for questions or feedback.

Before closing the group, have each member report on something that they learned today.

WEEK 6: PUTTING IT ALL TOGETHER

Lesson 1: Understanding Communication Context

Materials: Newsprint and Marker or Chalkboard.

INTRODUCTION AND REVIEW

Today we are going to learn how different situations affect communication. First let's review some of the things we learned last time.

Ask if anyone remembers the steps to persuasion from last week.

Review persuasion.

RELAXATION

Stretching. Do some stretching.

Muscle Relaxation. Do the muscle relaxation exercise on page 4.

Mind Relaxation. Do the original elevator exercise as presented on page 17.

UNDERSTANDING COMMUNICATION CONTEXTS

Explain. When we communicate, many different things affect what we say and how we say it. Some situations lead us to communicate in one way while in other situations we communicate in other ways. For example, we talk differently to the principal of the school than we do to our friends, or we communicate differently when we are making a speech than we do when we are having a casual conversation. The things about a situation that affects the way we communicate are part of something called the COMMUNICATION CONTEXT. Parts of the Communication Context include (write these down):

1. Audience (who we are talking to)
2. Topic (what we are talking about)
3. Setting (where we are)
4. Culture and Social Rules

1. Audience

Brainstorm examples of different kinds of audiences. Eg. (Write them down):

-small group
-one-to-one
-large groups
-close friends
-authority figures
-parents

Discuss How does the audience affect the way they communicate? Do they communicate differently with their close friends than with strangers? Why? Give examples. Do they communicate differently in large groups? Why? What about the different kind of audience affects the way they communicate? How does this relate to what they learned last week about persuasion?

2. Topic

Brainstorm examples of different kinds of topics. E.g., (give examples):

-casual topics (chit-chat)
-informal topics (discussing movies with friends)
-formal topics (reporting, giving a speech)

Discuss How do different topics affect the way they communicate? Give examples. What about the topic affects what they say?

3. Setting

Brainstorm different communication settings. E.g., (give examples of each):

-casual settings (at home)
-informal settings (in school)
-formal settings (on stage)

Discuss how settings affect the way they communicate. Give examples. What about the setting affects the way they communicate?

4. Culture and Social Rules

Brainstorm examples of cultural and social rules (etiquette, etc.) that affect communication. Cultural rules may be exhibited in the students family situation (e.g., the father speaks first).

Discuss how cultural and social rules affect the way they communicate. Give examples.

Demonstrate these concepts. Ask for some volunteers to do roleplays. The first group will roleplay a situation where they are discussing a rule at school that they don't like

with their friends. The second group will roleplay discussing the rule with their parents. The third group will roleplay discussing the same rule with their teacher.

Discuss After the three roleplays, discuss the differences. What kinds of things were different? What about each situation made the communication different? Was a different kind of language used? Is slang or street language appropriate in all situations? What situations might slang be appropriate? Inappropriate?

Brainstorm situations where slang or street language is appropriate. Inappropriate.

PRACTICE

Do some more roleplays like the ones above.

Feedback Have the class give the roleplayers feedback.

Discuss what happened.

CLOSING

Review the concepts covered.

Reinforce the importance of practice. Give the class some suggestions for how to practice these concepts at home.

Ask if there are questions or feedback.

Before closing the group have each member report one thing that they learned.

WEEK 6: PUTTING IT ALL TOGETHER

Lesson 2: Wrap-Up and Review

Materials: Chalkboard or newsprint and marker, pencils and paper for each group member.

INTRODUCTION

Today we are going to review all of the things that we learned in this course.

RELAXATION

Stretching Do some stretching.

Muscle Relaxation Have the group do the muscle relaxation exercise on page 4.

Mind Relaxation Do the escalator exercise from the fifth floor (remember to begin this exercise with breathing). When the group arrives on the bottom floor, continue as follows: (speak slowly)

Now you are on the bottom floor of the building. Look around you. It is a large room. Off to your left you see a room marked "Auditorium". In front of the door to the auditorium is a friend of yours that you have not seen in a long time. Imagine yourself walking toward your friend. What is your friend wearing? Your friend is happy to see you. He or she asks you what you have been doing lately. You tell him or her that you have been taking a class in oral communication. Your friend is very interested in the class and wants you to tell all about it. You tell your friend about the class. Describe to your friend all of the things that you learned because they are very interested and excited about what you have to say. Your friend tells you that they think oral communication is very important because it can help you at school or get a job. After you finish describing the class and what you learned to your friend, you walk into the auditorium and take a seat. Inside of the auditorium are all of your family and friends. They are all very happy to see you. They are all here together because you are going to receive an award for improving your speaking and listening skills. After you say hello to your family and friends, your name is called. You walk to the front of the auditorium. You do not feel nervous. Instead you feel excited and happy. You think about all of the things you have learned about speaking and listening and feel proud to be receiving this award. You reach the front of the auditorium. When you get to the front, I give you your award. I ask you if you would like to say anything to the audience about receiving this reward. You say a few words to the audience. Imagine what you say to them. After you finish talking the whole audience claps and cheers for you. Everyone congratulates you for finishing the class and improving your oral communication

skills. You feel proud and happy for having accomplished this. You walk out of the auditorium and come back into this room when you are ready.

Discuss what happened.

COURSE REVIEW

Have the class break up into groups. Each group is to prepare a short report for the rest of the class on a different part of the course. Assign each group with one of the following topics:

- Listening
- Nonverbal Communication
- Giving Directions/Describing
- Asking Questions/Identifying Main Ideas
- Persuading
- Communication Contexts

Each group is to spend some time discussing their topic among themselves. They should talk about what they learned about their topic. They should prepare a presentation to give to the rest of the class reviewing the things they discussed. For example, the presentation on Listening should include the different kinds of listening, the different parts of listening and good listening skills. If there is enough time, each group can prepare a roleplay or demonstration to present to the class.

Discuss After each presentation, have the class discuss what was covered. They may give the group feedback on their presentation. Did the group cover everything? Was the presentation organized? Did the presenters use their nonverbal communication skills adequately?

After each group has presented the class should cover anything that has been missed.

PART 2

Each person in the class should identify one thing that they learned which helped their communication the most.

Each person should identify one of the things in their own communication that they will have to spend more time working on. Write these down.

Brainstorm Have the class brainstorm ways in which they can practice and work on the things listed outside of the classroom.

CLOSING

Ask the class if anyone has any questions or feedback. Class members can also give each other feedback (and you can give

them feedback on how they have improve their skills during the past six weeks.

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OTHER RESOURCES

ERIC Clearinghouse on Reading and Communication Skills
1111 Kenyon Road, Urbana, Illinois 61801

Speech Communication Association
5105 Backlick Road, Annandale, Virginia 22003

APPENDIX

CHECKLISTS AND FEEDBACK SHEETS

NONVERBAL COMMUNICATION
OBSERVER CHECKLIST

Check the things that the speaker or listener do. Add anything else you observe.

	SPEAKER	LISTENER
Looks at the other person	____	____
Looks away	____	____
Leans head toward other person	____	____
Hides face with hands	____	____
Smiles	____	____
Talks with hands	____	____
Says "un-huh"	____	____
Nods	____	____
Fiddles with objects or body	____	____
Talks too low or too loud	____	____
Says "um" or "uh" a lot	____	____
_____	____	____
_____	____	____
_____	____	____
_____	____	____
_____	____	____

SPEAKING CHECKLIST
DIRECTIONS AND DESCRIPTION

Check the things that the speaker <u>does</u>. Add anything else you observe.

_____ Looks at the audience

_____ Talks loud enough

_____ Not too fast or too slow

_____ Says words clearly

_____ Introduces topic

_____ Gives all the steps or details

_____ Says the steps in the right order

_____ Is easy to understand

_____ Summarized at the end

_____ Checks to see if the listeners understand

_____

_____

_____

_____

_____

_____

PERSUASION FEEDBACK SHEET

Check the things that the speaker <u>does</u>. Add anything else you observe.

_____ Fits what they say to the audience.

_____ Introduces the main idea.

_____ Gives details to support the main idea.

_____ Talks only about details which relate to the subject.

_____ Looks for clues from the audience to see how they are reacting.

_____ Summarizes at the end.

_____ Asks for feedback.

_____ Looks at the audience.

_____ Talks loud enough.

_____ Not too fast or too slow.

_____ Says words clearly.

_____ Is easy to understand.

_____

_____

_____

_____